

A SURVEY OF KAY AND NOBLE COUNTIES IN
NORTH CENTRAL OKLAHOMA TO STUDY
ADULT EDUCATION INTERESTS

By

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CHAPTER I

INTRODUCTION

It is a sign of the times that many junior and community colleges and other post-secondary education institutions are finding themselves in the midst of an evolution in the goals and traditional mission that have guided their operation. The emphasis placed on academic and professional transfer curricula that characterized the early development of these institutions has been revised and expanded to include technical and paraprofessional programs, occupational skill development programs, and a wide-range of short term training programs demanded by the public (Northern Oklahoma College Self-Study Report, 1967). The Higher Education Act of 1965 is a reflection of this evolution, and provides impetus for its continued development. Specific provisions were included in Title I of this Act to encourage all postsecondary educational institutions to engage in adult, continuing, community and public service education activities (PL-482, The Education Amendments of 1976). The idea behind this provision was not to abandon traditional activities, but rather to add new and needed dimensions to the community service and adult education programs already in existence (University of Tennessee, 1975).

In particular many junior colleges have moved toward being comprehensive community colleges. Rather than offer courses and programs only for individuals who desire a baccalaureate degree, many courses are now

offered to those who desire further education but not necessarily higher education in the traditional sense. The Carnegie Commission (1973, p. 3) defines further education to be that "education which is oriented toward specific occupational or life skills" while higher education trains in the direction of "academic degrees or broad occupational classifications." The report indicates that post-secondary education should also seek to serve all ages rather than only the young, and that post-secondary education should take on more forms while keeping academic programs in perspective.

The Oklahoma State Regents for Higher Education, in their list of goals for Oklahoma Higher Education in the 1970's, stated that community colleges will need to be creative in adapting to change if they are to better serve the changing needs of society, particularly in their immediate communities (1976). Hence, if further education is to take on new forms and expand in Oklahoma, it will require leadership and a willingness to change on the part of those institutions most directly responsible for this type of educational program, i.e. the state's junior colleges.

Statement of the Problem

One of the greatest problems confronting institutions desiring to serve the adult and community education needs of their district or service area is the determination of what offerings, programs, courses, and seminars to make available. At Northern Oklahoma College, Tonkawa, Oklahoma, information related to the question of what to offer has been primarily derived from such sources as college administrators, an advisory council, word of mouth, and through faculty brainstorming sessions. Although the institution has offered various non-traditional programs

and courses, it does so on a speculative basis. The single most important source of information regarding adult and community needs, the adults themselves, have not been systematically surveyed for their ideas and opinions. These individuals are the prospective adult students served by Northern Oklahoma College and who determine whether or not the adult and continuing education program of the college will be a success.

Statement of the Purpose

The purpose of this study was to gather information about adult and community education needs and interests, as perceived by adults in Kay and Noble counties in Oklahoma and to determine if they were aware of Northern Oklahoma College.

Objectives

With the above purpose in mind, the specific objectives of the study were:

1. To survey a representative sample of the adult population of Kay and Noble counties in north central Oklahoma to determine adult education interests.
2. To determine if respondents would drive to Tonkawa to attend the classes of their preference.
3. To determine meeting time preferences for courses.
4. To determine if the respondents had knowledge of the existence of Northern Oklahoma College.

Definition of Terms

The following are definitions of terms as they were used in this study:

Northern Oklahoma College Community Service Area -- That area within an approximate 30 to 35 miles radius of Tonkawa, Oklahoma, from which Northern draws most of its student body. This area was approximated in this study by Kay and Noble counties.

Adult -- Anyone 18 years of age or older.

Community Service Courses -- Short courses offered by Northern Oklahoma College for non-college credit and no grade.

College Credit Courses -- Those courses offered by Northern Oklahoma College for which college credit is awarded.

Assumptions and Limitations

For the purpose of conducting this research, it was assumed that the composition of the population in Kay and Noble counties had not appreciably changed since the 1970 U. S. Census with regard to geographical distribution and educational attainment. It was further assumed that adults in Kay and Noble counties were representative of the adult populations within the Northern Oklahoma College service area. It was assumed that the interests expressed by study respondents were representative of the interests held by the adult population in Kay and Noble counties.

The fact that respondents in this study were adults in Kay and Noble counties of north central Oklahoma, limits the generalizability of the results.

CHAPTER II

REVIEW OF LITERATURE

Since this study deals with community and adult education and trying to assess community and adult education needs, the literature has been assigned to one of three categories: community and adult education goals, the assessment of community and adult education needs, and the needs and interests found by others.

Goals of Community and Adult Education

The basic goals of any community and adult education program must be built upon identified needs. The knowledge of needs and the resulting goals should then lead to the formulation of ways to meet those needs.

Snyder (1971) identified the following possible sources of goals for Adult Basic Education: law, societal responsibilities, clientele analysis, and specialists of various disciplines. These are generally the same sources given by Tyler (1949) for determining the purposes which a school should seek to attain. It would seem most common for administrators and program developers to formulate goals with input, directly or indirectly from the aforementioned sources. The formulation of goals must be done with a knowledge of funding and other processes required to implement programs. This led DeLargy (1974) in a nationwide delphi study to request responding community college public service education coordinators to list a set of present and a set of ideal goals

for community college public service education. Among the key statements in his findings were: that the needs of those in the community must be identified; that as many of the institution's resources as possible should be made available for community recreational and educational use; and that representatives of the local communities must provide inputs in the planning of community service programs. These major goals are generally consistent with those of the Tennessee State Agency for Community Education and those adopted by Worley (1974) as a result of his Pensacola, Florida, study.

Assessment of Community and Adult Education Needs

During the 1974 Assembly of the American Association of Community and Junior Colleges (1974), some participants were asked to describe the various data gathering devices they used to assess community education needs. Their responses were: telephone interviews and person to person interviews, or government, industry, and labor unions officials; mailout questionnaires to potential adult students; community college students conducting sample interviews; interviews of large, select groups of citizens; using faculty, students, and community residents to conduct interviews; panels of representative citizens; advisory committees; needs assessment workshops; use of consultants to gather data; use of already available data such as census information; and combinations of these methods. A look at some specific studies will provide a better idea of how some of the above methods have been used.

The University of Tennessee (1975) in an effort to establish statewide needs for Community and Adult Education began a study in 1966 with a meeting of representatives from 14 Tennessee educational institutions.

The representatives were oriented to a questionnaire to be used for either mailout or interviewing purposes. The representatives then, over roughly the next year administered the questionnaire, mainly by interview, to county government officials, school superintendents, extension agents, employment officers, and local citizens. The data gathered was then compiled and in another meeting of the representatives, a set of statewide objectives drafted. Another set of questionnaires were sent to key people to obtain information for further refinement of the original objectives. Additionally, all recent literature was reviewed for any significant information. This method, seemed to yield a usable set of general needs in Tennessee communities.

Another interesting study was conducted on a large scale in East Texas (Paris Junior College, 1974) under the direction of Paris Junior College, and focused on the analysis of adult vocational education needs in 38 counties. Again various institutional representatives were used to coordinate data gathering. Local Chambers of Commerce were contacted to determine companies and agencies who would be potential employers. The firms were surveyed by a mailed questionnaire to learn of employment needs in the various technical, skilled and semi-skilled areas. This survey gathered a usable set of needs in the vocational education realm for the communities involved.

A good deal of value seems to be credited to demographic characteristics as a source of knowledge about adult educational needs. Weeks (1974) hypothesized that if a structured direct interview survey were taken for a 35 mile radius around Stillwater, Oklahoma, that a correlation could be described between certain demographic data and adult educational needs. Worley (1974) followed a similar line of thinking in his study

of the Pensacola Junior College in Florida to determine adult educational needs. The primary source of information was demographic data census plotted on area maps to determine high concentrations of adults who had low incomes and less than an eighth grade education. This information was used as the basis of defining where needs existed, although it did not reveal the exact programs needed to remedy the problems.

Bishop (1977) conducted a study designed to help predict various factors influencing participation in adult education activities. A sample of more than 50,000 individuals living in Standard Metropolitan Statistical Areas was selected from the 1970 public use census tapes. This method proved very helpful in making general predictions about participation in adult education activities by various groups.

Hunter's (1974) study in the Moore-Norman, Oklahoma, area seemed to take a reasonably direct approach to determining adult education preferences. Here personally delivered questionnaires were administered to 106 adults to determine interest in various skill area, factors which may influence participation, and characteristics of adult respondents. The sample for the study was selected on the basis of geographical distribution of population as shown by U. S. census data, and included only those living in single family dwellings. This method of sample selection provided a study sample representative of the study population. Further, the study provided useful information about adult education interests in that area and some factors effecting participation of certain groups. These will be discussed later in this chapter.

The purpose of this study was to gather information about adult and community education needs and interest, as perceived by adults in Kay and Noble counties in Oklahoma and to determine if they were aware

of Northern Oklahoma College. Some general response effects for surveys of this nature were noted by Sudman (1974). Among these were: 1) The use of aided recall procedures, which increases response effects in many cases; 2) The use of personally administered questionnaires or interviews which reduces memory error for longer recall periods; 3) The use of open-ended rather than close-ended questions and placing them towards the end of the interview, thus reducing memory error; and 4) The use of non-threatening questions which reduces the omission rate.

Another approach to adult needs analysis is the "nominal group process" (McElreath, 1976). In this method a representative sample of the population to be served is brought together to provide input to the formulation of objectives for certain adult education programs. As a beginning, a moderator explains the problem to the group. Each member is then asked to write down or dictate his idea of what objectives or needs they have, or that they perceive other adults as having. After a listing is made, the response of each member is reviewed by the moderator before the group to clarify all statements. The set of needs is then narrowed down and adopted by a vote of the group.

Needs and Interests Found by Others

The community education activities and programs offered by an institution should be a result of reasonably thorough assessment of community needs. Some of the needs to be expected seem to be related to demographic characteristics such as level of educational attainment and earned income. This seemed to be the main assumption of Worley (1974) in his Florida study. Johnson (1972) noted that research studies have shown that needs and interests do vary with age, sex, income, marital status, educational

level, and occupation.

Among the more specific needs given in the literature was a recommendation by educators, industry, and government personnel that all part time adult students be given a short course in employability training (Collins, 1974). In Hunter's (1974) study of adult vocational skill training preferences, males indicated most interest in air conditioning, welding, small engine repair, and hobby type courses. Females in the study cited secretarial, health services, sewing, and upholstery as their main interests. Also worthy of note were several barriers to participation in training programs, such as a lack of babysitting services and poor or no transportation.

Participation trends in various areas also indicates where adult education interest lie. Johnstone and Rivera (1965) used a nation wide sample of more than 20,000 persons to estimate participations of adults by various subject area. A summary of those areas in ranking order of participation is as follows: 1) Job-Related Subjects and Skills, 2) Hobbies and Recreation, 3) Religion, Morals, and Ethics, 4) General Education Subjects, 5) Home and Family Life Subjects, 6) Personal Development Subjects, 7) Current Events, Public Affairs, and Citizenship, 8) Agriculture, and 9) Miscellaneous Subject Matter. The classification of courses into these areas is not always clear and distinct as pointed out by Vineyard (1977) in his analysis of the general education component of occupational programs. One must determine whether or not the general education subjects in question address themselves to specific job competencies.

Participation varies with adults' awareness of various educational programs and opportunities. This view was held by Scruggs (1976) who

in an interview survey of adults in Chandler, Oklahoma, found among other things that nearly 83 percent of respondents were aware of educational programs in junior colleges, and that about 13 percent had participated in junior college classes. The most significant conclusions in that study were: "1) participation increases with familiarity of programs and 2) program familiarity increases with educational attainment and socio-economic status" (p. 56). London (1970) also noted that a knowledge of adult education opportunities was correlated to social class. Further conclusions were that the manual working class tended to learn of educational opportunities by word of mouth whereas the middle white collar class tended to become aware through mass media. Also, the manual working class tended to participate less in adult education endeavors while the middle class white collar workers tended to participate more.

Summary

The goals of community service and continuing education must be built upon and in concert with needs and interest of adults. Various methods have been used to assess adult educational needs and interest, each being advantageous in certain situations. The structured interview would seem to work well in this study, using a systematic sampling plan based on certain demographic data such as geographical and sex distribution of the population. It would also seem appropriate to ascertain background variables and try to characterize the interests of certain groups and also to study those who hold certain common interests. The educational needs and interests of adults might be expected to fall mainly in categories such as job related subjects, hobbies and life skills, religion and ethics, general education subjects, and family life subjects.

One may expect to find interests to lesser extents in areas such as personal development, public affairs and citizenship, and agriculture.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to gather information about adult and and community education needs and interests, as perceived by adults in Kay and Noble counties in Oklahoma and to determine if they were aware of Northern Oklahoma College.

Design of the Instrument

The survey instrument used in the structured interviews of study respondents was developed in several stages. First, a review of the literature was conducted to determine if other instruments had been developed for use in other similar studies. A list of questions and items from these studies was compiled for comparison with a proposed list of survey questions and items developed by the Assistant Dean for Career Education and Community Service at Northern Oklahoma College. The Dean's Office had considered conducting a somewhat similar study and had progressed to the point of developing a list of possible survey items.

Second, since a major part of this study involved having respondents indicating their interest in several long lists of courses, the data gathering method selected was the personal interview. A structured interview with accompanying checklists was selected for the following reasons:

- 1) A much better return rate could be expected since the entire process

could be accomplished in five or ten minutes with the interviewer taking the data, and 2) interviewers were available through a class at Northern Oklahoma College studying interviewing techniques.

Finally, a three page interview form containing all required items, including 164 different course titles, was developed. Arrows were placed on the form to guide the interviewers in the use of the form. Interviewers were to record the apparent race, sex and driving distance from Tonkawa of respondents without asking for this information. Responses for all items except checking courses of interest and time schedule preferred were recorded by the interviewers. This procedure was used because it required less respondent time.

Interviewer Orientation

The interviewers used in the study were students enrolled in an interview techniques course which was a part of the Community Mental Health program at Northern Oklahoma College. There were 24 students and one researcher who were to conduct seven interviews each, for a total of 175 interviews. The successful completing of seven interviews was to count for part of the students' grade in the course.

Interviewer orientation to this study consisted of a one hour session during the regular class period. During this session, survey forms were distributed to interviewers, each item was reviewed by the researcher, and any questions were answered. When the instructor and researcher felt the interviewers understood the study and questionnaire, their assignments were explained. Geographical area descriptions were written by the researcher for 25 geographic areas of Kay and Noble counties, based on the population. The course instructor was allowed to assign areas to

interviewers on the basis of the sex and geographical distribution of the study populations. In several instances, the assignment of an area was based on the fact that the interviewers lived nearby. Interviewers were then asked to conduct some of their interviews in the evening to allow a greater number of working males and females to participate. The course instructor told the interviewers to write either the address or telephone number of each respondent to help him follow up on some cases. This procedure was used to discourage interviewers from completing the forms without actually conducting interviews. Interviewers were given approximately four weeks in which to complete their interviews.

Study Population

The population for this study was all individuals 18 years of age or older residing in Kay and Noble counties. While the service area for Northern Oklahoma College takes in parts of several other counties, the population was restricted to the above counties since census data was available against which the representativeness of the sample selected could be compared. Census data for 1970 was used for this purpose. The Northern Oklahoma College community service area and population distributions of Kay and Noble counties are depicted in Figure 1.

Sample Selection

In order to insure that a representative sample of individuals in Kay and Noble counties would be selected for inclusion in this study, 1970 U. S. Census data for these counties was used to determine the distribution of adults by geographical area and by sex. The sampling plan used in this study was based upon these factors. The selection of these

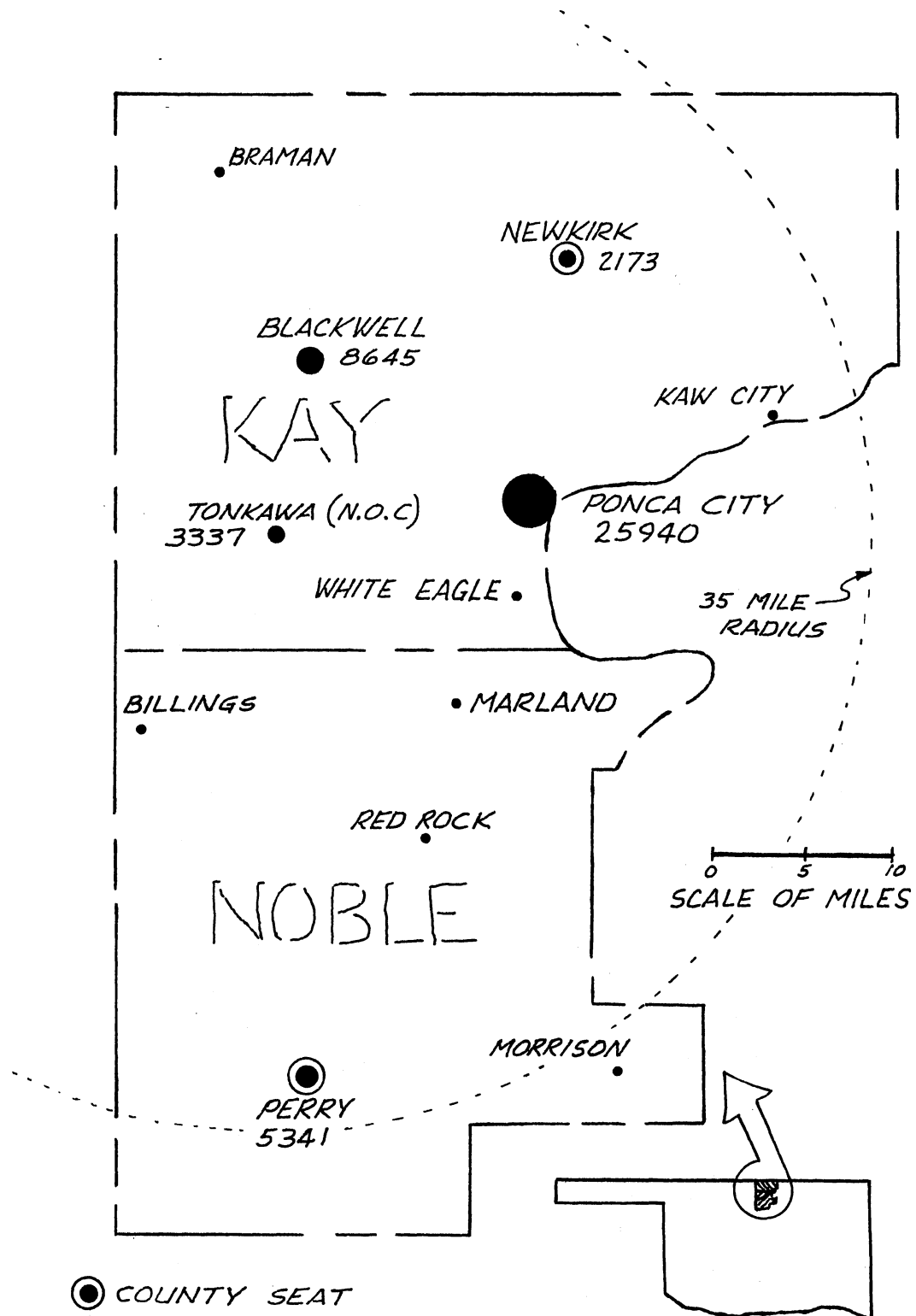


Figure 1. Map of Kay and Noble Counties

factors was due to the fact that greater control could be exercised in sample selection than would be possible with other additional factors such as race, education and occupation. The percentage of the total drawn from each geographical region corresponded to the percentage of the total population in that region. Census data indicated approximately equal numbers of males and females in the study population. To help insure an equal chance for male and female responses, interviewers were instructed to conduct a part of their interviews in the evening.

Based on the fact that 25 interviewers were available, the geographic areas were assigned as follows: eleven interviewers were to have been sent to the Ponca City area, four to the Blackwell area, two to the Newkirk area, two to the Tonkawa area, one each to South Kay county and to the Red Rock-Marland areas, and three to the Perry area. The researcher was to conduct a total of seven interviews in remote areas, such as Borman, Morrison and Kaw City.

Pilot Study

To check the instrument for the clarity of the questions and for ease of use, three interviews were conducted with individuals in the City of Tonkawa. Only one item presented any difficulty in regard to respondents understanding what information was being requested of them. After reviewing the item, it was decided that the wording could not be simplified. Interviewers were made aware of difficulties they might encounter with it and how to deal with the difficulties.

Analysis of Data

After the interviews had been conducted, responses were coded and the information transferred to punched cards to facilitate computer

analysis. Three cards were used per respondent. Appendix B shows the codes used for the various items from the interview form. Three levels of analysis were used to analyze data. All computer analysis was done using the Statistical Package for the Social Sciences (1970), available through the Oklahoma State University Computer Center.

The first level of analysis involved compiling the frequency distributions for responses to each item. A second level of analysis was completed by tabulating respondent interest in the various subject areas, as evidenced in the courses they checked on the survey form. The subject area clusters used in this analysis were:

1. College Credit Language and Fine Arts
2. College Credit Math and Science
3. College Credit Physical Education
4. College Credit Business
5. College Credit Social Science
6. College Credit Industrial Arts
7. Community Service Courses

Using the number of courses checked in each subject area cluster as an index, respondents were grouped according to whether they were in the highest interest or least interest group in regard to each of the clusters. These groupings were then used in the final level of analysis.

The third level involved the use of chi-square analysis to determine whether or not any statistically significant interrelationships existed between respondent background variables and interest in subject area clusters when grouped according to high and low interest in the cluster. The background variables used were:

1. Interviewer
2. Time Conducted

3. Sex of Respondent
4. Willingness to Drive to Tonkawa
5. Apparent Race of Respondent
6. Distance of the Respondent from Tonkawa
7. Age of Respondent
8. Socio-Economic Status (SES) of Respondent
9. Education Level of Respondent
10. Respondent's past participation in courses at Northern Oklahoma College
11. Respondent's knowledge of Northern Oklahoma College
12. Respondent's preferred time to attend a class

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS

The purpose of this study was to gather information about adult and community education needs and interests, as perceived by adults in Kay and Noble counties in Oklahoma and to determine if they were aware of Northern Oklahoma College.

Interviewers

A total of 24 interviewers and the researcher were available at the beginning of this study to conduct interviews. Training in the techniques of conducting research interviews was provided in a Community Mental Health Course in which this topic was treated. Specific training for the interviews to be conducted as a part of this study was provided in a one hour session where the interview form, interview procedures, and method of selecting participants were explained. Interviewers were then assigned a specific interview area, an approximate number of males and females to interview, and requested to conduct seven interviews. Five interviewers did not complete the specified seven interviews, and one interviewer completed a total of nine. The mean number of interviews conducted per interviewer was 6.85 (This is based on a total of 20 interviewers who gathered data for the study). The interviews were conducted at various times of day ranging from 10:00 A. M. to 9:00 P. M. during the month of November, 1976. Approximately seven percent of the interviews were con-

ducted before 1:00 P. M., 60 percent between 1:00 P. M. and 5:00 P. M., and 32 percent after 5:00 P. M. Eleven interviews were conducted for which no times were given. A total of 129 interviews were completed in the study. An additional eight individuals declined the opportunity to be interviewed. However, since some data was gathered from non-respondents, a total of 137 persons are reported, where applicable, in this study.

Study Participants

The population for this study was adults, 18 years and older, residing in Kay and Noble counties. At the conclusion of the data collection phase of this study, 137 individuals from the study population had been given an opportunity to be interviewed. Eight of these individuals declined the offer and were not interviewed, resulting in a 94.2 percent response rate. The sampling plan was developed so that individuals to be interviewed would be representative of the geographical distribution and sex composition of the study population, according to the 1970 U. S. Census. Tables I and II present the distribution of the study population and the sample by geographical location and sex respectively. Chi-square comparisons between the 1970 U. S. Census distribution of the study population and that of the study sample confirm the representativeness of the sample with respect to these two variables.

Table III presents the age distribution of study respondents and of the study population according to the 1970 U. S. Census. Chi-square comparisons between the two did not result in a statistically significant difference, even though the 25 through 39 years of age group accounted for 35.2 percent of the study sample compared to 26.1 percent in the

TABLE I
DISTRIBUTION OF STUDY SAMPLE AND STUDY POPULATION
BY GEOGRAPHIC LOCATION

	Study Sample Number	Percent	Study Population Percent*
Tonkawa Area	13	9.5	7.1
Ponca City Area	65	47.5	44.3
Blackwell Area	21	15.4	16.9
Newkirk Area	9	6.5	5.7
South Kay County	9	6.5	5.1
Braman Area	0	0.0	1.8
Kaw City Area	0	0.0	1.4
Perry Area	13	9.6	11.8
Marland-Red Rock Area	7	5.0	3.4
Billings Area	0	0.0	1.1
Morrison Area	0	0.0	1.1
Totals	137	100.0	100.0

$\chi^2=8.300$ $df=10$ $p> .500$

*Based from 1970 U. S. Census data

TABLE II
DISTRIBUTION OF STUDY RESPONDENTS
AND STUDY POPULATION BY SEX

Sex	Study Sample Number	Study Sample Percent	Study Population Percent*
Male	58	42.5	46.0
Female	79	57.7	54.0
Totals	137	100.0	100.0

$\chi^2=0.551$ $df=1$ $p > .300$

*Based from 1970 U. S. Census data

census data. It should be noted that 57 percent of all part-time and special night class students at Northern Oklahoma College are in this age group (Northern Oklahoma College Assistant Dean for Institutional Research). The 60 through 74 age group contained 16.8 percent of the study sample while the census data placed 24.3 percent of the study population in this group. Twelve persons did not give their age or year of birth. The mean age of study respondents whose ages were known was 43.6 years.

The distribution of study respondents and the study population according to race is shown in Table IV. The chi-square comparison between the percentage of whites and non-whites in the study population and the study sample resulted in a statistically significant difference. There were 19.9 percent non-whites in the study sample compared to 4.0 percent in the study population.

TABLE III
DISTRIBUTION OF STUDY RESPONDENTS
AND STUDY POPULATION BY AGE

Age Group	Number	Study Sample Percent	Study Population Percent*
18-24	12	9.6	9.6
25-39	44	35.2	26.1
40-59	48	38.4	40.0
60-77	21	16.8	24.3
Totals	125**	100.0	100.0

$\chi^2=6.155$ $df=3$ $p> .100$

*Based on 1970 U. S. Census data for Kay and Noble Counties

**12 persons did not give their year of birth.

TABLE IV
DISTRIBUTION OF STUDY RESPONDENTS
AND STUDY POPULATION BY RACE

Apparent Race	Study Sample Number	Study Sample Percent	Kay--Noble* Counties Percent
White	110	80.9	96.0
Non-White	26	19.1	4.0
Totals	136**	100.0	100.0

$\chi^2=66.020$ $df=1$ $p< .001$

*Based on 1970 U. S. Census data

**In one case, this item was not completed.

The distribution of study respondents and study population according to educational attainment is presented in Table V. The chi-square comparison between the two groups resulted in a statistically significant difference. Participants in the study tended to be over-representative of persons with more than a high school education, and under-representative of those with less than a high school education. The mean level of educational attainment of respondents was 13.056 years. The range was from fourth grade through graduate studies, including one person who was a medical doctor. All respondents lived within 30 miles of Tonkawa, including a number from within the city limits. The mean distance from Tonkawa for all respondents was 15.2 miles.

TABLE V
DISTRIBUTION OF STUDY SAMPLE AND STUDY POPULATION
BY EDUCATION LEVEL

Education Level	Study Sample Number	Study Sample Percent	Kay--Noble* Counties Percent
Less than 12th Grade	21	16.9	43.0
12th Grade	40	29.2	31.0
More than 12th Grade	63	53.9	26.0
Totals	124**	100.0	100.0

$\chi^2=42.021$ $df=2$ $p < .001$

*Based on 1970 U. S. Census data

**13 did not respond to this item.

The occupations of respondents were assigned a socio-economic status (SES) score to facilitate classification and analysis (Duncan, 1967). Seventy-nine respondents listed occupations which could be given SES classification. Among those respondents whose occupations were classified, the mean SES score was 43, based on a 96 point scale. The majority of the respondents who were not assigned as SES classification were housewives. A few respondents who were students or retired were not classified according to the SES scale used.

Familiarity with and Past Participation in Courses at Northern Oklahoma College

To facilitate the analysis of extent of respondents' familiarity with Northern Oklahoma College, the responses were given numerical coded values to be added together and obtain a familiarity score. For example, a response of no, on the items 1, 2a, and 2b of the response form (see Appendix A) would yield a familiarity score of zero. Various combinations of yes and no responses to the items yielded corresponding increased familiarity scores. These scores, however, were eventually classified to give two groups, one being familiar with the college, and one not.

Most respondents, over 93 percent, indicated either they knew they lived in a junior or community college service area, they could name the nearest junior or community college, or both. About 25 percent of the respondents indicated they had previously participated in courses at Northern Oklahoma College. Nearly 60 percent had not previously participated in courses offered by Northern Oklahoma College, but did know someone who had, usually a friend or relative. Approximately seven percent of the respondents had neither participated nor knew anyone who had.

The remaining nine percent did not respond to this set of items.

Analysis of Respondents' Willingness to
Drive to Tonkawa and Meeting Time
Schedule Preferences

A majority (58 percent) of the respondents indicated they would be willing to drive to Tonkawa if a course were offered which interested them. Approximately 32 percent of the respondents were not willing to drive to Tonkawa. The remaining 10 percent did not provide information on this item.

Over 65 percent of the respondents expressed preferences for the length of classes they would like to attend and the time they would like to see them offered. Two thirds of those expressing a preference indicated that the most favorable time would be in the evening. Those choosing one two-hour meeting per week in the evening for seven weeks accounted for 25 percent of the preferences expressed. Table VI summarizes the preferences, in rank order, of the various time schedules and length of classes. Approximately 35 percent of the individuals interviewed did not indicate a time schedule preference. According to interviewer comments, some respondents felt they would be committing themselves to participate if they stated a time schedule preference.

Comparisons Between Background Variables

Table VII summarizes the chi-square comparisons between various background variables where applicable. No chi-squares were computed for comparisons involving interviewers, preferred times for classes, or respondents knowledge of Northern Oklahoma College.

TABLE VI
SUMMARY OF TIME SCHEDULE PREFERENCES

Time Schedule	Percent of Group Indicating Preference
One 2 hour meeting per week - 7 weeks - evening	25.0
One 3 hour meeting per week - 5 weeks - evening	10.0
Two 2 hour meeting per week - 4 weeks - evening	9.0
One 2 hour meeting per week - 7 weeks - day	7.0
Two 2 hour meeting per week - 4 weeks - day	7.0
One 3 hour meeting per week - 5 weeks - day	5.0
One 1 hour meeting per week - 15 weeks - night	2.0
One 1 hour meeting per week - 15 weeks - day	0.5
No preference indicated	34.5
Total	100.0

Although no chi-squares were calculated in the comparisons between interviewers and other background variables, some patterns could be detected from an observation of the data. Nine of the 20 interviewers conducted all or most of their interviews within one of the three time periods rather than conducting some at different times of day. In comparing interviewers and ages of interviewees, it was found that eight interviewers surveyed all or most of their people in only one of the three age groups rather than some from each age group. Not all of the eight, however, interviewed people in the same age group. The comparison

TABLE VII
SUMMARY OF CHI-SQUARE COMPARISONS
BETWEEN BACKGROUND VARIABLES

	Education of Respondents	SES of Respondents	Age of Respondents	Race of Respondents	Sex of Respondents	Time of Interview
Sex of Respondents	$X^2=2.33$ df=2 p=.311	$X^2=.01$ df=2 p=.994	$X^2=1.54$ df=2 p=.464	$X^2=1.13$ df=1 p=.288		$X^2=4.15$ df=2 p=.126
Race of Respondents	$X^2=.85$ df=2 p=.654	$X^2=5.99$ df=2 p=.050*	$X^2=1.99$ df=2 p=.368			$X^2=.42$ df=2 p=.812
Age of Respondents	$X^2=4.93$ df=4 p=.295	$X^2=7.52$ df=4 p=.111				$X^2=3.49$ df=4 p=.480
SES of Respondents	$X^2=26.76$ df=4 p=.000***					$X^2=7.02$ df=4 p=.125
Respondent Education						$X^2=4.07$ df=4 p=.396

TABLE VII (Continued)

	Time of Interview	Sex of Respondents	Race of Respondents	Age of Respondents	SES of Respondents	Education of Respondents	Willingness to Drive
Willingness to Drive	$X^2=.03$ df=2 p=.983	$X^2=.67$ df=1 p=.411	$X^2=.98$ df=1 p=.322	$X^2=15.40$ df=2 p=.001***	$X^2=4.27$ df=2 p=.118	$X^2=8.62$ df=2 p=.013*	
Participation in Courses	N.C.	$X^2=.35$ df=1 p=.552	$X^2=.11$ df=1 p=.746	$X^2=6.61$ df=1 p=.037*	$X^2=.35$ df=1 p=.840	$X^2=13.62$ df=1 p=.001***	$X^2=13.42$ df=1 p=.000***
Distance from Tonkawa	N.C.	$X^2=8.58$ df=3 p=.036*	$X^2=7.64$ df=3 p=.054	$X^2=29.84$ df=3 p=.000***	$X^2=6.99$ df=3 p=.322	$X^2=7.40$ df=3 p=.285	$X^2=1.64$ df=3 p=.651

*p < .05

**p < .01

***p < .001

N.C.=not calculated

between interviewers and respondents' socio-economic status revealed that seven interviewers surveyed persons in only one of the three SES categories. All seven, however, did not interview persons in the same SES category. In comparing interviewers with education of interviewees, systematic differences did not appear. When comparing interviewer by race of interviewees, it was found that three interviewers accounted for over 60 percent of the non-white respondents of the study. The main reason was that those interviews were conducted in areas of high non-white concentration as assigned by the researcher. In comparing interviewers and interviewee's willingness to drive to Tonkawa to attend courses, it was found that four interviewers had somewhat disproportionate numbers of respondents willing to drive to Tonkawa. A disproportionate number of respondents unwilling to drive could be attributed to two interviewers.

Chi-square comparisons between time periods which interviews were conducted and other background variables resulted in no statistically significant differences. However, it should be noted that interviews conducted before 5:00 P. M. seemed to increase the likelihood that respondents would be females, while interviews conducted after 5:00 P. M. increased the probability that respondents would be males.

The chi-square between respondents grouped according to sex variables resulted in one statistically significant difference, that being the comparison involving the distance of the respondents from Tonkawa ($p=.036$). This occurred because somewhat disproportionately large number of both male and female respondents lived in the 11 to 15 miles and 16 miles and over ranges from Tonkawa.

When comparing race of respondents with respondents' distance from Tonkawa ($p=.054$), it was found that over 80 percent of the non-whites lived more than 11 miles away. This was to be expected since many of the non-whites in Kay and Noble counties are concentrated in one geographical area. The respondent race by respondent SES chi-square comparisons was statistically significant ($p=.050$). Disproportionate numbers of non-whites were in the middle and lower SES categories.

The chi-square comparisons of respondent age and willingness to drive to Tonkawa resulted in a statistically significant difference ($p=.001$). Older respondents were less willing to drive to Tonkawa to attend classes. The comparison of respondent age and past participation in courses ($p=.037$) indicated persons under 25 years of age were more likely to have participated in college courses. The comparison between age of respondents and distance from Tonkawa ($p=.001$) indicated that a disproportionate number of persons in certain age groups were clustered at specific distances from Tonkawa. For example, there were disproportionate numbers of respondents under 25 years of age living closer than five miles and disproportionate numbers of respondents over 44 years of age living 6 to 11 miles from Tonkawa.

The chi-square comparison between SES and education of respondents resulted in a statistically significant difference ($p=.001$). Respondents having lower SES scores also tended to have lower levels of educational attainment. A comparison between educational attainment and willingness of respondents to drive to Tonkawa for class indicated that those having higher levels of education tended to be more willing to drive than those having lower education levels. A significant difference ($p=.001$) resulted from the chi-square comparison

between respondents' education and past participation in courses. As might be expected, those who had previously participated in courses tended to have higher levels of education. A statistically significant difference ($p = .001$) resulted from the chi-square comparison between respondents' past participation in courses, and willingness to drive to Tonkawa for classes. Those who had previously participated in courses exhibited a greater willingness to drive.

Respondent Interest in Existing and Proposed Credit and Community Service Courses

Respondents were asked to select course titles which interested them from the two lists provided. One list was entitled College Credit Courses and the other list was entitled Community Service Courses. College Credit Courses were divided into the categories of Language Arts and Fine Arts, Science and Math, Physical Education, Business, Social Sciences, and Industrial Arts. The Community Service Courses were divided into two groups, those courses already being offered and courses that it would be possible to offer if enough interest were shown. Each respondent was free to choose as many or as few courses as he or she desired. There were 71 College Credit Courses, and 93 Community Service Courses from which to choose.

The maximum number of College Credit Courses checked by any one respondent was 25. Approximately 50 percent of the respondents did not indicate any interest in College Credit Courses. The mean number of College Credit Courses checked by those respondents who indicated an

interest in this area was 6.4. The maximum number of Community Service Courses checked by any one respondent was 38. Approximately 47 percent of the respondents did not express an interest in Community Service Courses. The mean number of courses selected by individuals who expressed an interest in Community Service Courses was 7.3. It should be noted that course lists were not returned for 17 individuals (14.6 percent of the respondents) due to an apparent misunderstanding on the part of several interviewers. After adjusting the response rate for this error, over 55 percent of those study respondents for whom data was available expressed interest in one or more Community Service Courses.

Table VIII presents the distribution of respondents by their indicated interest in College Credit and Community Service Courses. A fact not evident from data contained in the table was that 44 percent of the respondents expressing an interest in College Credit Courses accounted 78 percent of all courses checked, and that 50 percent of those interest in Community Service Courses accounted for 79 percent of all courses checked. The highest number of respondents expressing an interest in a single College Credit Course was 16. Only one College Credit Course received no expression of interest from respondents. The mean number of checkmarks received by all College Credit Courses was 5.97. Fifty-one percent of the College Credit Courses accounted for 75 percent of the interest expressed by respondents in College Credit Courses. Table IX lists all College Credit Courses receiving more than the mean number of checkmarks. Included in the table are the number of checkmarks received by each course and the percentage of the interest expressed in all College Credit Courses.

TABLE VIII
DISTRIBUTION OF RESPONDENTS BY INDICATED INTEREST
IN COLLEGE CREDIT COURSES AND INTEREST IN
COMMUNITY SERVICE COURSES

	College Credit Number	Credit Percent	Community Service Number	Service Percent
No interest	69	50.4	65	47.4
1-5 courses	38	27.7	36	26.3
6-38 courses	30	21.9	36	26.3
Totals	137	100.0	137	100.0

The highest number of respondents expressing an interest in a single Community Service Course was 19. Five Community Service Courses received no expression of interest. The mean number of checkmarks received by all Community Service Courses was 5.65. Approximately 43 percent of the interest in Community Service Courses accounted for 73 percent of the interest in Community Service Courses. Table X presents a summary of all Community Service Courses receiving more than the mean number of checkmarks, the number of checkmarks received by each and the percentage of interest expressed in all Community Service Courses.

College Credit Courses were then clustered by subject areas and analyzed for systematic response patterns. Table XI presents a summary of the mean number of checkmarks per College Credit subject area.

TABLE IX
SUMMARY OF RESPONDENT INTEREST INDICATIONS
FOR COLLEGE CREDIT COURSES ABOVE
THE MEAN INTEREST LEVEL

Course Title	Number of Respondents Indication Interest	Percent of College Credit Course Interest
Social Science Area		
Psychology 1113	16	3.77
Adolescent Psychology 2243	12	2.82
Social Problems 2223	11	2.53
Juvenile Procedures 2233	11	2.53
American Government 1113	8	1.88
American History 1493	7	1.65
Introduction to Law Enforcement 1113	7	1.65
Sociology 1113	7	1.65
Mental Disorders 2033	7	1.65
Criminal Evidence 1333	6	1.41
Mental Hygiene 2333	6	1.41
Developmental Reading 1112	6	1.41
Language and Fine Arts		
Freehand Drawing 1112	13	3.06
Public Speaking 1112	11	2.53
World Religions 1133	9	2.12
Pottery 1192	9	2.12
English Composition I 1113	8	1.88
Oil Painting 2852	8	1.88

TABLE IX (Continued)

Course Title	Number of Respondents Indicating Interest	Percent of College Credit Course Interest
Water Color 2932	8	1.88
English Composition II 1213	7	1.65
Humanities 2223	6	1.41
Introduction to North American Indian Culture	6	1.41
Business Area		
Management and Supervision 2265	12	2.82
Basic Computer Concepts 1113	10	2.35
Clerical Practices 1172	10	2.35
Calculating Machines 1162	9	2.12
Basic Business Records 1113	7	1.65
Salesmanship 1123	6	1.41
Marketing 1143	6	1.41
Physical Education Area		
Physical Fitness 1551	12	2.82
Swimming 1401	8	1.88
Water Safety Instructions 1413	8	1.88
Team Sports	7	1.65
Modern Dance 2331	7	1.65
Golf 2021	7	1.65
Industrial Arts Area		
Woodworking 1113	10	2.35
Auto Service and Repair 1120	7	1.65

TABLE IX (Continued)

Course Title	Number of Respondents Indicating Interest	Percent of College Credit Course Interest
Beginning Welding 1122	7	1.65
Advanced Welding 2232	6	1.41
Math and Science Area		
College Algebra 1513	7	1.65
Farm and Ranch Management 2403	7	1.65
Totals	342	75.00

The subject area generating the greatest amount of expressed interest in College Credit was Social Science with 27.9 percent of all checkmarks for College Credit Courses. This area also showed the greatest mean interest level with 7.0 checkmarks per course and the second largest number (17), of course titles listed. The Language and Fine Arts area generated approximately 24 percent of the expressed interest in College Credit Courses. The mean number of indications per course title was 5.83. The areas of Business, Physical Education and Industrial Arts ranked as third, fourth and fifth respectively in generating interest. The mean numbers of interest indications for courses in each of these areas was above the College Credit group mean. The Math and Science area generated approximately seven percent of the indicated interest in

TABLE X
SUMMARY OF RESPONDENT INTEREST INDICATIONS
FOR THOSE COMMUNITY SERVICE COURSES ABOVE
THE MEAN INTEREST LEVEL

Course Title	Number of Indications	Percent of Total Community Service Interest
Bookkeeping	19	3.62
Income Tax	17	3.24
Cake Decorating - Beginning	16	3.05
Wills and Estates	15	2.86
Christmas Crafts	13	2.48
Candy Making	12	2.29
Care of House Plants	11	2.10
Macrame - Beginning	11	2.10
Tole and Decorative Painting	11	2.10
First Aid	11	2.10
Hobbies and Crafts	10	1.90
Drug Education for Parents	10	1.90
Interior Design	10	1.90
Investments and Securities	10	1.90
Auto Tune-up	9	1.71
Ceramics	9	1.71
Drapery - Beginning	9	1.71
Upholstery	9	1.71
Sewing - Beginning	9	1.71
Reading Improvement	9	1.71

TABLE X (Continued)

Course Title	Number of Indications	Percent of Total Community Service Interest
Know Your Car, Women	9	1.71
Business and Professional Speaking	8	1.52
Secretarial Refresher	8	1.52
Sewing Stretch Fabrics	8	1.52
Sewing and Tailoring Advanced	8	1.52
Creative Writing	8	1.52
Home Gardening	8	1.52
Canning and Freezing	7	1.33
Gardening and Shrubbery Care	7	1.33
Typing for Personal Use	7	1.33
Setting Up Your Own Business	7	1.33
Needlepoint and Embroidery	7	1.33
House Design	7	1.33
Blueprint Reading	6	1.14
Budget Meals	6	1.14
Knitting - Beginning	6	1.14
Physical Fitness	6	1.14
Researching Your Family History	6	1.14
Grain Futures	6	1.14
Totals	383	73.00

TABLE XI
RANKING OF INTEREST GENERATED BY VARIOUS
COLLEGE CREDIT SUBJECT AREAS

Area	Number of Course Titles	Mean Number of Interest Indications per Course Title	Percent of Total Interest in College Credit
Social Science	17	7.00	27.90
Language Arts and Fine Arts	18	5.83	27.36
Business	12	6.50	18.20
Physical Education	9	6.78	14.00
Industrial Arts	6	6.33	8.36
Science and Math	9	3.67	7.18
Totals	71	Mean for Group 5.97	100.00

College Credit courses. The mean number of interest indications for all courses in this area was 3.67.

Chi-square Comparison Between Indicated Interest
in Subject Areas and Respondent
Background Variables

Respondent background variables were: interviewer, time interview was conducted, sex, apparent race, distance of respondent from Tonkawa, age, socio-economic status, education level, knowledge of the college, past participation in courses, willingness to drive to Tonkawa to take

courses and preferred class schedule. The indicated interest of respondents in the subject areas was categorized a low (no courses checked), medium (one or two courses checked), and high (three or more courses checked). In analyzing total interest in College Credit or Community Service Courses, individuals checking less than two courses were placed in the low group, two to five courses in the medium interest group, and six or more in the high interest group. Chi-square comparisons between respondents grouped according to each background variable and their level of indicated interest in the subject areas and Community Service Courses were completed using the Statistical Package for the Social Sciences (SPSS) available through the Oklahoma State University Computer Center. Table XII presents a summary of the chi-square comparisons between background variables and respondents indicated interest in the various College Credit and Community Service areas.

Since the statistical assumptions for chi-square were not met in comparisons between interviewers and respondent indicated interest in College Credit and Community Service Courses, no calculations are reported in these cases. However, this information was cross tabulated and analyzed for any apparent differences that might be observed. It should be noted that three interviewers failed to submit lists of courses from their interviews and hence appeared to be low interest producers. Also, two interviewers reported a relatively high amount of overall respondent interest among individuals they interviewed, significantly higher than reported by the other 18 interviewers. No other unusual patterns were apparent in the indicated interest of respondents as reported by the various interviewers.

TABLE XII

SUMMARY OF CHI-SQUARED COMPARISONS BETWEEN
BACKGROUND VARIABLES AND INTEREST LEVELS
IN VARIOUS SUBJECT AREAS

Background Variable	Language and Fine Arts	Math and Science	Physical Education	Business	Social Sciences	Industrial Arts	Total College Credit	Total Community Service
Time	X ² =.616 df=4 p=.961	X ² =3.47 df=4 p=.482	X ² =4.20 df=4 p=.380	X ² =5.22 df=4 p=.266	X ² =2.01 df=4 p=.733	X ² =6.66 df=4 p=.155	X ² =1.27 df=4 p=.867	X ² =2.62 df=4 p=.624
Sex	X ² =2.68 df=2 p=.262	X ² =3.11 df=2 p=.211	X ² =.012 df=2 p=.994	X ² =2.17 df=2 p=.338	X ² =0.95 df=2 p=.620	X ² =17.50 df=2 p=.0000***	X ² =0.32 df=2 p=.850	X ² =2.45 df=2 p=.290
Willing to Drive	X ² =19.54 df=2 p=.005**	X ² =6.60 df=2 p=.050*	X ² =7.92 df=2 p=.019*	X ² =6.15 df=2 p=.046*	X ² =10.02 df=2 p=.007**	X ² =0.90 df=2 p=.638	X ² =20.97 df=2 p=.000**	X ² =6.10 df=2 p=.047*
Race	X ² =2.98 df=2 p=.225	X ² =0.37 df=2 p=.829	X ² =0.29 df=2 p=.866	X ² =4.25 df=2 p=.119	X ² =1.06 df=2 p=.589	X ² =0.59 df=2 p=.780	X ² =1.16 df=2 p=.559	X ² =5.01 df=2 p=.082
Distance from Tonkawa	X ² =6.08 df=6 p=.415	X ² =15.54 df=6 p=.017*	X ² =7.58 df=6 p=.271	X ² =10.23 df=6 p=.115	X ² =8.52 df=6 p=.202	X ² =8.30 df=6 p=.217	X ² =5.53 df=6 p=.478	X ² =6.48 df=6 p=.371
Age	X ² =5.49 df=4 p=.240	X ² =6.46 df=4 p=.167	X ² =18.37 df=4 p=.001***	X ² =2.91 df=4 p=.573	X ² =11.15 df=4 p=.025*	X ² =4.01 df=4 p=.405	X ² =11.41 df=4 p=.022*	X ² =4.30 df=4 p=.367

TABLE XII (Continued)

Background Variable	Language and Fine Arts	Math and Science	Physical Education	Business	Social Sciences	Industrial Arts	Total College Credit	Total Community Service
SES	$\chi^2=3.96$ df=4 p=.409	$\chi^2=2.42$ df=4 p=.658	$\chi^2=2.96$ df=4 p=.565	$\chi^2=3.80$ df=4 p=.433	$\chi^2=6.06$ df=4 p=.195	$\chi^2=5.27$ df=4 p=.261	$\chi^2=11.64$ df=4 p=.020*	$\chi^2=4.52$ df=4 p=.340
Educational Level	$\chi^2=10.39$ df=4 p=.034*	$\chi^2=7.44$ df=4 p=.115	$\chi^2=0.67$ df=4 p=.955	$\chi^2=5.34$ df=4 p=.254	$\chi^2=5.18$ df=4 p=.261	$\chi^2=3.59$ df=4 p=.465	$\chi^2=15.18$ df=4 p=.004***	$\chi^2=9.84$ df=4 p=.043*
Past Participation in Courses	$\chi^2=1.58$ df=2 p=.453	$\chi^2=.180$ df=2 p=.914	$\chi^2=1.59$ df=2 p=.451	$\chi^2=.535$ df=2 p=.765	$\chi^2=8.95$ df=2 p=.011*	$\chi^2=3.12$ df=2 p=.210	$\chi^2=2.90$ df=2 p=.234	$\chi^2=.957$ df=2 p=.620
Knowledge of College	$\chi^2=1.72$ df=6 p=.944	$\chi^2=3.28$ df=6 p=.773	$\chi^2=10.39$ df=6 p=.109	$\chi^2=5.19$ df=6 p=.519	$\chi^2=1.73$ df=6 p=.943	$\chi^2=13.02$ df=6 p=.043*	$\chi^2=8.30$ df=6 p=.217	$\chi^2=8.57$ df=6 p=.199
Preferred Time Schedule	$\chi^2=41.64$ df=16 p=.000***	$\chi^2=25.07$ df=16 p=.069	$\chi^2=14.60$ df=16 p=.554	$\chi^2=29.62$ df=16 p=.020*	$\chi^2=27.11$ df=16 p=.040*	$\chi^2=15.21$ df=16 p=.509	$\chi^2=42.27$ df=16 p=.000***	$\chi^2=44.48$ df=16 p=.000***

*p < .05

**p < .01

***p < .001

In the comparisons between time which interviews were conducted and interest indicated in subject areas, the times were grouped into: before 1:00 P. M., between 1:00 P. M. and 5:00 P. M., and after 5:00 P. M. The chi-square comparisons between time of interviews and indicated respondent interest in the course areas resulted in no statistically significant difference. Only one statistically significant difference ($p=.000$) was found in the comparisons between the sex of respondents and their indicated interest in subject areas. The one significant comparison involved Industrial Arts. Eighty-five percent of those indicating interest in Industrial Arts courses were males, while only 42.5 percent of the study sample were males.

The comparison of respondent age by subject area interest resulted in three statistically significant differences. The ages for the comparisons were grouped as follows: 18 to 24 years, 25 to 44 years, and 45 years and older. The chi-square comparison between respondent age and interest in Physical Education courses resulted in a statistically significant difference ($p=.001$). Only about 12 percent of those interested in Physical Education courses were over 45 years of age while this group comprised almost 21 percent of the study sample. Hence, the interest in Physical Education courses was greatest in the under 25 age group and least in the over 44 age group. The chi-square comparison between age and Social Science interest resulted in a statistically significant difference ($p=.025$). Only six percent of those respondents over 44 years of age checked courses in this area. Most of the interest expressed in the Social Science area was in the under 25 age group. The chi-square comparison between age and total interest in College Credit Courses resulted in a statistically significant difference ($p=.022$).

Only 13 percent of those indicating interest in College Credit Courses were over 44 years of age. Approximately 53 percent of those showing interest in one or two College Credit Courses were in the 25 to 44 age group. Nearly 60 percent of those interested in three or more College Credit Courses were under 25 years of age.

The chi-square comparisons between respondent race and subject area interest resulted in no statistically significant differences. There seemed to be no interests peculiar to either the white or non-white groups.

Socio-economic status (SES) scores were classified into the low group (0 through 45), the middle group (46 through 65), and the high group (66 through 97) for the comparison with subject area interest. Chi-square comparisons between respondents' SES and indicated difference only in the Total College Credit area ($p=.020$). No one in high SES group indicated a high interest level in College Credit Courses. The middle SES group comprised almost 54 percent of those checking two to five College Credit Courses. The low SES group comprised nearly 64 percent of those interested in six or more College Credit Courses.

The chi-square comparisons between respondents' education levels and subject area interest resulted in statistically significant differences in three areas: Language and Fine Arts ($p=.034$), Total College Credit ($p=.004$), and Community Service Courses ($p=.043$). Among those checking one or two Language and Fine Arts courses there was no one with less than a highschool education, 36 percent who had finished highschool, and 64 percent who had gone beyond highschool. Among those checking three or more Language and Fine Arts courses, there were 30 percent with less than a highschool education, 17 percent who had completed

highschool, and 53 percent who had gone beyond highschool. The patterns in the comparison between education level and Total College Credit interest were similar. Among those checking two to five College Credit Courses, there were 5.3 percent with less than a highschool education, 34.2 percent who finished highschool, and 60.5 percent who had gone beyond highschool. A similar pattern was also present among those checking six or more College Credit Courses. The pattern of interest in Community Service Courses also showed higher indicated interest among those who had attained a highschool education or above.

A chi-square comparison between respondent's past participation in courses at Northern Oklahoma College and interest in various subject areas resulted in a statistically significant difference only in the case of the Social Science area ($p=.011$). The 32.7 percent who had previously taken courses comprised almost 43 percent of those checking one or two and 57 percent of those checking three or more Social Science Courses. Interests in the areas of Total College Credit and Community Service Courses were distributed in somewhat similar way, but were not statistically significant.

Chi-square comparisons between respondents' knowledge of the existence of Northern Oklahoma College and interest in subject areas resulted in a statistically significant difference ($p=.043$) only in the Industrial Arts area. A disproportionately large number of respondents who had no knowledge of the existence of or location of Northern Oklahoma College indicated interest in Industrial Arts courses.

The chi-square comparisons between respondents' distances from Tonkawa and interest in subject areas resulted in a statistically significant difference only in the Math and Science area ($p=.017$).

Eleven persons who checked one or two courses in the Math and Science area lived more than 15 miles from Tonkawa. This was almost 53 percent of those who checked one or two courses in this area.

In the chi-square comparison between respondents' willingness to drive to Tonkawa and interest in various subject areas, there were statistically significant differences in all areas except for Industrial Arts. The significance levels are shown in Table XII. The patterns are nearly the same for all areas of significance and are similar to the area of Total College Credit Courses where more than 80 percent of those indicating interest also indicated they would drive to Tonkawa to attend a course.

The comparison between the respondents' preferred time schedule to attend courses and subject area interest resulted in statistically significant differences in the Language and Fine Arts, Business, Social Science, Total College Credit, and Community Service areas. Table XII shows the level of significance. The pattern was generally the same for all areas. Approximately 35 percent of those indicating interest in courses preferred to attend one two-hour meeting per week for seven weeks in the evening. Approximately 17 percent preferred attending one three-hour meeting per week for five weeks in the evening. Also 17 percent preferred attending two two-hour meetings per week for four weeks.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

In this study, the educational interests of Kay and Noble county adults in north central Oklahoma were analyzed. One hundred and thirty-seven adults were interviewed as a part of the study. The data collected from respondents included sex, race, distance from Tonkawa, age, occupation, education level, knowledge of Northern Oklahoma College, willingness to drive to Tonkawa to attend class, preferred time schedule for attending a class, interest in selected College Credit courses, and interest in selected Community Service courses. Respondents indicated course interests by checking lists containing 71 College Credit courses and 93 Community Service courses. The course interests were classified into the areas of Language and Fine Arts, Science and Math, Physical Education, Business, Social Science, Industrial Arts, Total Interest in College Credit, and individual and overall interest in Community Service courses. Comparisons were then made between subject area interest and various background variables of respondents.

The study sample was shown to be representative of Kay and Noble counties on the basis of geographic distribution and sex. The 25 to 39 age group was somewhat over-represented and the over 60 age group was somewhat under-represented in the study. The age distribution of this study does correspond well to that cited by Johnstone and Rivera (1970)

as being most likely to be concerned with adult education activities. Non-whites, particularly Native Americans were somewhat over-represented in the study sample. Persons having more than a highschool education were substantially over-represented in the study sample and those having less than a highschool education were under-represented.

Most respondents (93 percent) indicated they knew the name and/or location of Northern Oklahoma College. Approximately one fourth of the respondents had previously taken one or more courses at Northern. About 60 percent had not taken courses but knew someone who had. This was a slightly lower percentage than was discovered by Scruggs (1976).

A majority (58 percent) were willing to drive to Tonkawa to attend class, and 32 percent were not willing. Most respondents favored attending courses in the evenings. The most popular specific time schedule was one two-hour meeting per week for seven weeks in the evening.

Comparisons between the various background variables of respondents resulted in the following summary of major findings:

1. It was observed that when interviews were conducted before 5:00 P.M., there was a greater likelihood of speaking with a female while interviewing after 5:00 P.M. increased the likelihood of speaking to a male.
2. Non-white respondents in the study seemed more likely to be in the lower and middle socio-economic categories.
3. Older respondents in the study tended to be less willing to drive to Tonkawa for classes.
4. Persons having more than a highschool education tended to be more willing to drive to Tonkawa to attend classes.
5. Persons having more than a highschool education were more likely

to have previously participated in courses at Northern Oklahoma College.

6. Those who had previously participated in courses seemed more likely to be willing to drive to Tonkawa to attend classes.

7. Those under 25 years of age were more likely to have previously participated in courses at Northern Oklahoma College.

The analysis of respondent interest in College Credit and Community Service courses showed both of these areas to have generated interest from approximately half of the study respondents. In both categories, about half of the interested persons indicated about three fourths of the total interest. The greatest interest in College Credit courses was generated by the Social Science area, followed by the Language and Fine Arts, Business, Physical Education, Industrial Arts, and Math and Science areas. This interest ranking would compare reasonably to the nationwide estimates of Johnstone and Rivera (1965) if one realized that a large portion of the occupational training for adults in Kay county is carried on by the Pioneer Area Vocational Technical School at Ponca City, Oklahoma. Courses of that institution were not included in this study and hence certain occupational interests were under-represented.

Interest generated by individual courses is shown in Table IX (p.35) and Table X (p.38). It would seem that the data in those tables may provide information for predictions in participation those courses. Table XIII shows several Community Service courses, the number of interest indications received by each in the study, and the student enrollment of each in the fall semester 1976 at Northern Oklahoma College. It can be seen that although for each course the actual enrollment is greater than the number of interest indications shown in the study, there is not a uniform relationship between study respondent interest and actual

TABLE XIII
COMPARISON BETWEEN INTEREST INDICATIONS RECEIVED
IN STUDY AND FALL 1976 ENROLLMENT IN VARIOUS
COMMUNITY SERVICE COURSES

Course Name	Study Interest	Fall 1976 Enrollment
Aerobic Movement	1	21
Archery	4	11
Astrology	3	16
Ballroom Dancing	3	72
Cake Decorating	16	21
Advanced Cake Decoration	4	10
Candymaking	12	15
Cooking--Many Lands	5	7
Guitar	3	15
House Design	7	13
Judo--Men and Women	5	12
Macrame I--(2 sections)	11	31
Macrame II	2	8
Mexican Cooking	5	9
Needlepoint I	5	13
Needlepoint II	7	8
Secretarial Refresher	8	19
Transactional Analysis	4	34
Tolepainting--(2 sections)	11	50
Upholstery	9	10
Wills and Estates	15	28

TABLE XIII (Continued)

Course Name	Study Interest	Fall 1976 Enrollment
Winemaking	4	13
Motorcycle Know How (Free course)	0	10

enrollment.

The comparisons between background variables and interest shown in various subject areas resulted in the following major findings:

1. Males were more likely than females to express an interest in Industrial Arts courses.
2. Persons over 44 years of age were not greatly interested in Physical Education courses.
3. The greatest interest in Physical Education courses was shown by the under 25 age group.
4. The greatest interest in College Credit courses in general was shown by the under 25 age group.
5. Interest in College Credit courses was least among the high socio-economic group and greatest among the middle and lower socio-economic groups.
6. Those who had attained a highschool education or above tended to show greater interest in College Credit or Community Service Courses.
7. In all areas, those who indicated a willingness to drive to Tonkawa were more likely to express interest in taking courses.

Conclusions

1. The sample used in this study was sufficiently representative of Kay and Noble county adults.
2. Adults in Kay and Noble counties generally know the name or location of Northern Oklahoma College.
3. Most adults interested in taking courses will also be willing to drive to Tonkawa.
4. One class meeting per week in the evening is the most desirable among adults in Kay and Noble counties.
5. Older adults are less willing to drive to Tonkawa for classes.
6. More interest and participation in courses can be expected among adults who have attained at or above a highschool education.
7. Most interest in taking courses can be expected among those adults under 44 years of age.
8. Most interest in taking courses can be expected among the lower and middle socio-economic groups.
9. Adults educational interests as a whole mainly include: General Education subjects, Occupational subjects, Hobby and Life Skills subjects, and Personal Development subjects.
10. Studies such as this are not good prediction tools for individual course enrollments but are indicative of adult education interest in various subject areas.
11. Projected figures from the results of this study to the adult population between ages 20 and 44 in Kay and Noble counties, indicate the following enrollment potentials for various subject areas:

Approximately 9,000 adults are interested in some type of College Credit courses. About half of these are interested in more than two courses.

About 3,400 are interested in College Credit courses in the Math and Science area. Only 20 percent of these desire more than two courses.

Over 4,000 are interested in College Credit Physical Education courses and 45 percent of these desire more than two courses.

Over 4,300 are interested in College Credit Business courses, with nearly 60 percent of these desiring more than two courses.

Nearly 5,000 are interested in College Credit Social Science courses, with 65 percent desiring more than two courses.

Approximately 6,000 are interested in College Credit Language and Fine Arts courses, with about 50 percent desiring more than two courses.

Over 2,600 are interested in College Credit Industrial Arts courses with about 40 percent desiring more than two courses.

Over 9,400 are interested in Community Service courses, with about half of these desiring more than five courses.

Recommendations

Based on the findings of this research study, this author recommends the following:

1. Educational activities offered for persons over 44 years of age may have to be conducted closer to their homes, or provide a method of transportation.

2. Adult education offerings at Northern Oklahoma College should continue to be offered on a speculative basis in the subject areas shown by this study to generate most interest.

3. Data should be gathered from enrollments of adult education offerings at Northern Oklahoma College to confirm the interest patterns shown in this study.

4. Evening class schedules for the past two years at Northern Oklahoma College should be examined to determine if those courses which generated high interest in this study have been offered recently; thus providing input information for the planning of future offerings.

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APPENDIX A

THE SURVEY INSTRUMENT

ADULT EDUCATION INTEREST SURVEY

Interviewer _____ Date _____ Time _____
 Comments: _____

Sex: M _____ F _____ Apparent Race: W NA B M Other _____
 Distance from Tonkawa: _____

Hello, my name is..... I'm helping to conduct an adult education interest survey in this area. Would you mind answering a few questions for me? This will only take about five minutes of your time and will not obligate you in any way. YES _____ NO _____ Thank you- Good Day

In what year were you born? _____

What is your occupation? _____

What is the highest grade that you reached in school?

6th 7th 8th 9th 10th 11th 12th 13th 14th 15th 16th 17th 18th

1. Do you live in an area served by a community or junior college?

YES _____

NO _____

2a. Do you know the name or location of the nearest community or junior college?

YES _____

NO _____

2b. Can you tell me the name of that college?

YES _____

NO _____

The nearest junior college is Northern Oklahoma College at Tonkawa.

3. Have you ever participated in any of their courses?

YES _____

NO _____

3a. Do you know anyone who has?

YES _____

Friend _____

Relative _____

Other _____

NO _____

4. Can you remember which ones?

YES _____ (provide list)

NO _____

Here are three lists of courses which Northern Oklahoma College has offered or considered offering at night or for adult interest. One list consists of courses offered for college credit where homework and tests may be required and a grade given. Another list is of community service courses offered thus far at Northern. These differ from college credit courses in that they require no homework or tests, are not for college credit, and no grade is given. The third list is a group of courses which Northern is considering offering.

Would you please look over each of the lists and check those courses you would be interested in taking?

5. If a course were offered that you wanted to take, would you drive to Tonkawa to attend? YES _____ NO _____

6. What time schedule would be best for you to attend the courses?

2 hours(one time) per week for 7 weeks (daytime) _____ (evening) _____

3 hours(one time) per week for 5 weeks (daytime) _____ (evening) _____

2-2 hour meetings per week for 4 weeks (daytime) _____ (evening) _____

one hour per week for 15 weeks (daytime) _____ (evening) _____

COURSES FOR COLLEGE CREDIT

LANGUAGE ARTS & FINE ARTS

Humanities 2223
 English Composition I 1113
 English Composition II 1213
 Comparative Literature 2423
 Introduction to "North American
 Indian Culture
 Library Organization 1123
 Survey of American Literature 2773
 Man and the Arts Modern 2220
 World Religions 1133
 Play Production 1212
 Debate 2212
 Discussion 2112
 Public Speaking 1112
 Pottery 1192
 Sculpture 2330
 Freehand Drawing 1112
 Oil Painting 2852
 Water Color 2932

SCIENCE & MATH

College Algebra 1513
 Theory of Flight 1113
 Earth Science 1214
 General Physical Science 1114
 Introduction to Environmental
 Science 1113
 Electronic Circuit 1114
 Farm & Ranch Management 2403
 Horticulture 1013
 Equine Management 2421

PHYSICAL EDUCATION

Team Sports 1251
 Modern Dance 2331
 Lifetime Sports 2321
 Individual Sports 1361
 Swimming 1401
 Physical Fitness 1551
 Golf 2021
 Tennis 2281
 Water Safety Instructions 1413

BUSINESS

Basic Computer Concepts 1113
 Fortran Programming 2213
 Cobol Programming 2223
 Calculating Machines 1162
 Clerical Practices 1172
 Salesmanship 1123
 Basic Business Records 1113
 Management & Supervision 2263
 Principles of Economics I 2113
 Principles of Economics II 2123
 Marketing 1143
 Principles of Advertising 2013

SOCIAL SCIENCE

American National Government 1113
 American History 1483
 Contemporary Issues 2021
 Human Geography 2243
 Introduction to Law Enforcement 1113
 Organization of Law Enforcement 2223
 Juvenile Procedures 2233
 Criminal Evidence 1333
 Psychology 1113
 Social Psychology 2233
 Social Problems 2223
 Sociology
 General Anthropology 2353
 Adolescent Psychology 2243
 Mental Hygiene 2333
 Mental Disorders 2033
 Developmental Reading 1112

INDUSTRIAL ARTS

Auto Service & Repair 1120
 Machine Tool Processes 1223
 Beginning Welding 1122
 Advanced Welding 2232
 Woodworking 1113
 General Drafting 1143

COMMUNITY SERVICE COURSES OFFERED THUS FAR

Active Listening	Judo - Advanced
Auto Tune-up	Judo - Beginning
Ballroom Dancing	Knitting - Beginning
Blueprint Reading	Know Your Car, Women
Book Reviewing	Leather Tooling - Beginning
Bookkeeping	Macrame - Advanced
Bridge - Beginning	Macrame - Beginning
Bridge - Intermediate	Men, Women, Children Western Wear
Budget Meals	Metrics for Everyday Living
Business Communications	Mexican Cooking
Business & Professional Speaking	Microwave Cooking
Cake Decorating - Advanced	Middle East Conflict
Cake Decorating - Beginning	Middle East Dancing
Canning & Freezing	Modern Math
Care of House Plants	Modern Social Dancing
Ceramics	Needlepoint
Chess	Needlepoint & Embroidery
Christmas Crafts	Physical Fitness
Contemporary Christians & Their Writings	Printing
Conversational Spanish	Reading Improvement
Creative Writing	Recreational Activities
Drapery - Beginning	Researching Your Family History
Drug Education for Parents	Setting Up Your Own Business
Farm Management for Wives	Sewing & Tailoring - Advanced
Fashion Merchandising	Sewing - Beginning
First aid	Sewing Fall Fabrics
Floral Arrangements	Sewing (Men's Coats)
Gardening & Shrubbery Care	Sewing (Men's Slacks)
Gourmet Cooking	Sewing Stretch Fabrics
Hardball-Softball Officiating	Soils & Fertilizers
Hobbies & Crafts	Square Dancing
Home Gardening	Tile & Decorative Painting
Horse Care	Typing for Personal Use
Hot Line Communications	Understanding Football Rules
Income Tax	& Officiating
Interior Design	Upholstery
Investments & Securities	Wills & Estates

POSSIBLE COMMUNITY SERVICE COURSES

Archery	Winemaking
Beginning Astrology	The Making of a President 1976
Mothball Musicians	Motorcycles (their care and how to ride)
Candy Making	Grain Futures
House Design	Secretarial Refresher
Guitar I	Cooking from Many Lands
Know your foreign car	Pecans Aplenty
Speechcraft (learning to give a public speech)	Transactional Analysis
How to Get and Hold a Job	So You want to Coach Wrestling?
Aerobic Exercises	Introduction to Philosophy

APPENDIX B

DATA CODING KEY

DATA CODING KEY

Interviewer: #01 through #22

Time: 00 (12:00 midnight) through 24 (11:00 P. M.)

Sex: Male=1 Female=2

Apparent Race: White=1 Native American=2
Black=3 Mexican=4 Others=5

Distance from Tonkawa; 00 through 30 miles

Willingness to Participate: 1=No 2=Yes

Age: 17 through 77

Occupation: SES score or 97=Housewife
98=Retired 99=Student

Education Level: 06 through 18

Item #1* 1=No 2=Yes

Item #2a* 1=No 2=Yes

Item #2b* 1=No 2=Yes

Item #3* 1=No 2=Yes

Item #3a* 1=No 2=Yes 3=Yes, a Friend
4=Yes, a Relative 5=Yes, Other

Item #4* 1=No 2=Yes 3=Yes, remember 2
4=Yes, remember 3

Course Interests: 1=course was checked
0=course not checked

Item #5* 1=No 2=Yes

Item #6 (Recoded to eight separate numbers)
1=time preference checked
0=time preference not checked

*no response = 0 or 9

2
VITA

David Earl Kersey

Candidate for the Degree of

Master of Science

Thesis: A SURVEY OF KAY AND NOBLE COUNTIES IN NORTH CENTRAL
OKLAHOMA TO STUDY ADULT EDUCATION INTERESTS

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